

# **FASHION, FABRIC, AND DESIGN 1**

## **(CLOTHING AND TEXTILES 1)**

### **ACTIVITIES**

**Course Code: 5804**

#### **A. Fibers and Fabrics**

- 1. Identify natural versus manmade fibers and their origin.**
  - Create swatch cards or notebook for identification.
  - Use catalogs with fiber descriptions to create a classroom display.
  - Visit a textile manufacturing company.
- 2. Classify the performance characteristics of natural and manmade fibers.**
  - Collect samples of natural and manmade fabrics and rub on skin and discuss how it feels.
  - Test fabrics for moisture absorbency.
  - Wear clothing of specified fiber and compare level of comfort.
- 3. Differentiate between basic fabric construction methods.**
  - Perform a stretch test with different fabrics.
  - Demonstrate basic weave using paper strips.
  - Demonstrate crochet, weaving, or knitting techniques.
- 4. Evaluate care methods of textiles.**
  - Look at the label of the student in front of you and interpret the care.
  - Sort clothing for laundering by color, construction, fiber content, soil level.
  - Demonstrate washer and dryer settings for proper laundering.
  - Compare laundry products.
  - Discuss various media coverage regarding care of textile products.

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#### **B. Construction Techniques**

##### **1. Identify safe practices in the use of equipment, tools, and supplies.**

- Identify unsafe and safe practices in the sewing lab.
- Create a lab checklist for safe practices.
- Role-play safe and unsafe practices.
- Complete self-evaluation checklist to determine safe and unsafe practices.
- Appoint a safety patrol student to monitor lab practices.
- Earn a safety award.

##### **2. Demonstrate selection, use, and care of equipment**

- Qualify for a sewing machine driver's license.
- Readjust sewing machine to correct settings.
- Work with partners to learn the parts of the machine.
- Name the small sewing equipment and give the function.
- Develop a brochure/display/poster showing the small equipment with their name and function.
- Cut a 1" x 8" strip of paper. Label one end "0" label the opposite end "1". Fold the paper in half "3" times. Open paper and label each crease starting from the "0" in 1/8" increments. Use as a reference when reading a ruler/hem gauge.

##### **3. Interpret commercial patterns.**

- Look at pattern catalogs for sections, sizing charts, and pattern choices.
- Look at sample pattern envelope to identify pattern information.
- Identify pattern symbols.
- Read the pattern envelope and determine yardage, notions, and fabric suggestions.
- Fold a sheet of paper in half lengthwise and identify grainlines. Mark the fold as the "place on fold" with bracket, identify the selvage. Mark the lengthwise grain parallel to the selvage. Mark crosswise grain perpendicular to the selvage. Fold one corner at a forty-five degree angle for the bias.
- Check the Internet for pattern companies and compare similar styles.
- Practice reading and interpreting the guide sheet.

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- Get a partner and record body measurements to determine correct pattern sizes.

#### **4. Demonstrate construction skills.**

- Develop a portfolio of sewing techniques.
- Put on an old t-shirt, wrap duct tape around the t-shirt (2 rolls), cut up the back carefully, tape the back together, stuff with newspaper, and tape over the openings. Use as a body form.
- Complete sewing projects i. e. pin cushion, boxer shorts, pillows, tote bags, aprons etc.
- Participate in service learning projects, i. e. wheelchair bags, lap blankets, infant sleepers, adult bibs, aprons for soup kitchens, etc.

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#### **C. Design**

##### **1. Identify elements and principles of design.**

- Develop a poster using fashion magazines to illustrate elements and principles of design.
- Create a color wheel showing primary, secondary, and tertiary colors.
- Draw/Collect pictures depicting color schemes.
- Drape different colors to determine colors that complement skin tones.
- Create optical illusions to complement body types, i. e. vertical lines for height, darker colors for minimizing, large vs. small prints.

##### **2. Describe clothing for individuals with special needs.**

- Have a special needs awareness day. Allow students to role play various special needs, i.e. blindfold –Braille, wheelchair, ear plugs. Discuss how clothing can be adapted for different needs.
- Develop service learning projects for different charities/organizations. (Refer to construction projects)
- Develop a brochure/presentation, etc identifying characteristics of clothing accommodations needed for special needs.

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#### **D. The Fashion Industry**

##### **1. Analyze fashion cycles.**

- Use old patterns and compare styles with contemporary styles to show differences and similarities in fashion silhouettes.
- Divide class in small groups. Have each group research and present information on a particular fashion era.
- Trip to a museum to study fashion history.

##### **2. Describe a merchandising/promotion plan for clothing and textiles.**

- Create a brochure/television advertisement promoting a fashion product.
- Use Internet sources to explore marketing techniques which target fashion products.

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#### **E. Consumer Issues**

##### **1. Identify influences in the selection and purchase of textile products.**

- Compile a list of influences on purchasing textile products.
- Have students share with class the reason they selected the outfit they are wearing over a number of days. Compare answers given from one day to the next.
- Use various media to compare prices, quality, fiber content, and style. Discuss findings.

##### **2. Select textile products based on financial resources.**

- Prepare a budget for a selected project.
- Do comparative shopping for a selected item, discount store, consignment shop, boutique, on-line, department store, etc.
- Select products based on an assigned budget i.e. prom.

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#### **F. Careers, Entrepreneurship and Professional Practices**

##### **1. Determine education and training requirements for career pathways.**

- Use career planning aid to explore education and training requirements, i. e. SCOIS, KUDER, etc.
- Invite business professionals to present information to the students.
- Select a pathway and research.
- Prepare a career portfolio.

##### **2. Evaluate skills necessary for professionalism.**

- Have students conduct a business etiquette workshop.
- Students divide in groups of three. Two participate in interview, the other evaluate.
- Participate in Ground Hog Shadow day.
- Select a day to dress for success.
- Develop a checklist to evaluate completed applications and resumes.